

# Introduction to ADE's Self-Assessment for ESEA Programs

The *Elementary and Secondary Education Act of 2001*(ESEA) requires that states carry out monitoring and evaluation activities of Local Education Agencies (LEAs) that receive Title I funds to determine the effectiveness of educational programs in meeting the needs of at-risk students.

Effectiveness of educational programs is viewed as:

- Y Procedural compliance with state and federal requirements; and
- Y Ensuring quality programs that help all students meet or exceed Arizona's College and Career Ready Standards.



## **Purpose**

The Arizona Department of Education, Highly Effective Schools (ADE/HES), developed this six- year self-assessment process to provide guidance to LEAs in the development and implementation of educational programs, the ability to assess the integrity and quality of their programs, and to identify areas in which technical assistance may be needed. The monitoring process is divided into a 6-year cycle with different programs reviewed each year. LEAs, including traditional public school LEAs and charter schools, will be involved in the self-assessment process each year of the 6-year cycle.



## **Overview of the self-assessment process**

The self-assessment tool is easy to use. With it, LEAs are asked to examine multiple aspects of their programs to determine compliance with the requirements of the law. All LEAs that receive Title I funds are included in the 6-year cycle on Arizona's Local Educational Agency Tracker (ALEAT).

A team of LEA personnel who work with and administer the respective programs should complete the review. The team should look at each section and item in ALEAT carefully and honestly before making a compliance call. This self-assessment process is designed as a helpful tool for the teams to use in determining if there are areas in need of improvement.

Before starting the monitoring process review, answer the questions listed under the Criteria Questions Section of the cycle monitoring. By answering these questions correctly, ALEAT will direct the LEA to complete only the required sections.

For each requirement listed first read the compliance indicators.

- If the team can answer yes to all of the questions under the compliance indicator, indicate "Meets Requirements" in the drop down box and upload the requested evidence into the file cabinet.
- If the team is unable to answer yes to each question indicate "Does Not Meet Requirements" in the drop down box. There is a comment section where the LEA may explain items, processes, and or what will be done to correct any deficiencies.

- If the item does not apply to the LEA, indicate “Not Monitored” in the drop down box. Make sure you save each item as you go.



## ***Goals and Expectations***

It is expected that each LEA use the tools provided in ALEAT to conduct a review of their policies and procedures and programs regularly to ensure all requirements are in place, funds are used appropriately, and programs and services for students are evaluated and improved, as needed resulting in:

1. Improved student achievement in meeting the Arizona academic standards;
2. Highly qualified teachers;
3. Highly qualified instructional paraprofessionals;
4. Principals and other instructional leaders able to help teachers teach and students learn;
5. Quality instructional programs and services for all children;
6. Meaningful parent involvement; and
7. Coordination of programs and services to meet the needs of all students.



## ***On-Site Monitoring Visits - Cycle 4***

LEAs in Cycle 4 will receive an on-site visit by a team from ADE. The ADE team will review the evidence uploaded into the ALEAT file cabinet and discuss any concerns with LEA personnel during the on-site visit. ADE monitors will visit Title I classrooms and speak with Title I funded staff.



## ***Ongoing monitoring of ESEA programs***

In addition to the self-assessment and the on-site review, ADE monitors ESEA and state requirements continuously by:

1. Reviewing and approving the LEA Continuous Improvement Plan and annual revisions.
2. Reviewing and approving fiscal applications, amendments and completion reports.
3. Reviewing Circular A-133 financial audit reports.
4. Reviewing Consolidated Reports.
5. Reviewing and analyzing data.
6. Reviewing school level plans, including School Improvement plans.



## **6 Year Cycle Monitoring Outcomes**

### ***Cycle 1: Self-assessment of policies and procedures***

<b>STATUS</b>	<b>OUTCOME</b>
Cycle 1 documentation submitted, by due date with all items in compliance	Eligible to apply for Titles I and II funding.
Cycle 1 documentation submitted; ADE assigned compliance activities completed by deadline.	Eligible to apply for Titles I and II funding.
Cycle 1 documentation <u>not submitted</u> .	Funding may be placed on programmatic hold for Titles I and II.
Cycle 1 documentation submitted; ADE assigned compliance activities <u>not completed</u> by deadline.	Funding may be placed on programmatic hold for Titles I and II.

### ***Cycle 2: Self-assessment of Title I programs, highly qualified teachers and paraprofessionals***

<b>STATUS</b>	<b>OUTCOME</b>
Cycle 2 documentation submitted, by due date with all items in compliance	Eligible to apply for Titles I and II funding.
Cycle 2 documentation submitted; ADE assigned compliance activities completed by deadline.	Eligible to apply for Titles I and II funding.
Cycle 2 documentation <u>not submitted</u> .	Funding may be placed on programmatic hold for Titles I and II.
Cycle 2 documentation submitted; ADE assigned compliance activities <u>not completed</u> by deadline.	Funding may be placed on programmatic hold for Titles I and II.

### ***Cycle 3: Self-assessment of LEA Continuous Improvement Plan process and fiscal requirements***

<b>STATUS</b>	<b>OUTCOME</b>
Cycle 3 documentation submitted, by due date with all items in compliance	Eligible to apply for Titles I and II funding.
Cycle 3 documentation submitted; ADE assigned compliance activities completed by deadline.	Eligible to apply for Titles I and II funding.
Cycle 3 documentation <u>not submitted</u> .	Funding may be placed on programmatic hold for Titles I and II.
Cycle 3 documentation submitted; ADE assigned compliance activities <u>not completed</u> by deadline.	Funding may be placed on programmatic hold for Titles I and II.

***Cycle 4: On-Site Monitoring visit of NCLB Programs  
including Migrant programs***

<b>STATUS</b>	<b>OUTCOME</b>
Cycle 4 documentation submitted; ADE assigned compliance activities completed by deadline.	Eligible to apply for Titles I and II funding.
Cycle 4 documentation submitted; ADE assigned compliance activities <u>not completed</u> by deadline.	Funding may be placed on programmatic hold for Titles I and II.

***Cycle 5: On-Site Monitoring closeout and Gifted Scope and Sequence***

<b>STATUS</b>	<b>OUTCOME</b>
Cycle 5 documentation submitted, by due date with all On-Site monitoring compliance activities completed.	Eligible to apply for Titles I and II funding.
Cycle 5 documentation submitted, by due date with all On-Site monitoring compliance activities and LEA Gifted Scope and Sequence on file with ADE.	Eligible to apply for Titles I and II funding.
Cycle 5 documentation <u>not submitted</u> .	Funding may be placed on programmatic hold for Titles I and II.
Cycle 5 documentation <u>not submitted</u> and On-Site monitoring compliance activities <u>not completed</u> .	Funding may be placed on programmatic hold for Titles I and II.

***Cycle 6: Self-assessment of services to private schools and professional development***

<b>STATUS</b>	<b>OUTCOME</b>
Cycle 6 documentation submitted.	Eligible to apply for Titles I and II funding.
Cycle 6 documentation submitted; ADE assigned compliance activities completed by deadline.	Eligible to apply for Titles I and II funding.
Cycle 6 documentation <u>not submitted</u> .	Funding may be placed on programmatic hold for Titles I and II.
Cycle 6 documentation submitted but ADE assigned compliance activities <u>not completed</u> by deadline.	Funding may be placed on programmatic hold for Titles I and II.